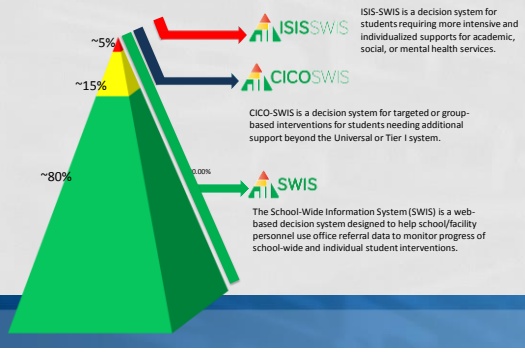
SWIS Suites
Tier 1 SWIS, Tier 2 CICO/SWIS, and Tier 3 ISIS/SWIS

PBISApps.org – SWIS Suites
Marla Dewhirst
marla.r.dewhirst@gmail.com

Why Use Data For Decision Making?

- Decisions are more likely to be effective and efficient when they are based on data.
- The quality of decision making depends most on the first step (defining the problem to be solved).
  - Define problems with precision and clarity

A Continuum of Decision Making



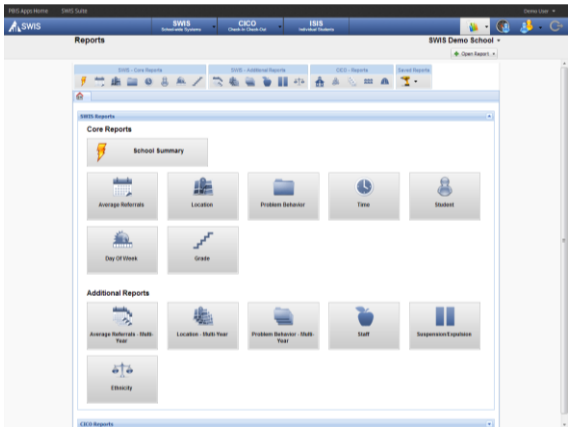
Why Use Data For Decision Making?

- Data help us ask the right questions…they do not provide the answers. Use data to:
  - Identify problems
  - Refine problems
  - Define the questions that lead to solutions
- Data help place the "problem" in the ***context*** rather than in the students.

SWIS

Introduction

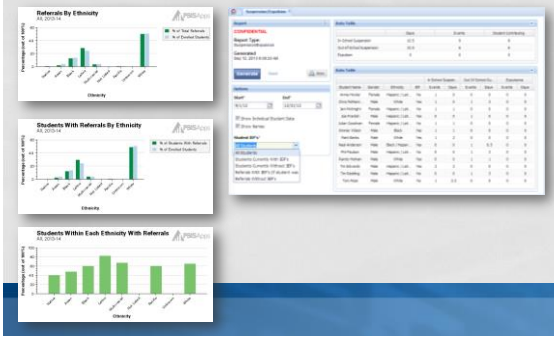
ISIS-SWIS



Core SWIS Reports

Additional SWIS Reports

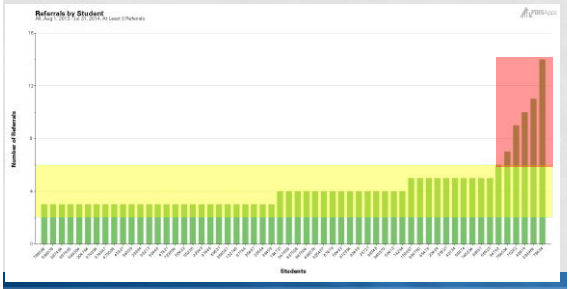
Additional SWIS Reports (cont.)



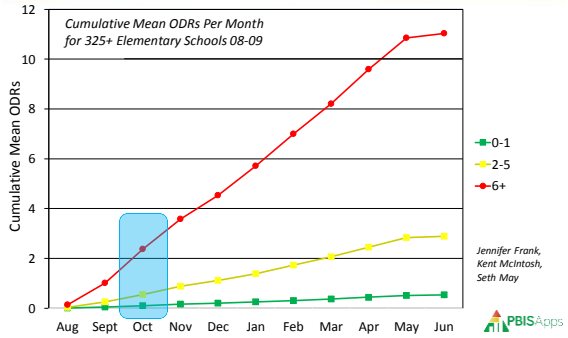
Using SWIS Data for Decision Making

- Universal Screening Tool
  - Proportion of students with
    - 0-1 Office Discipline Referrals (ODRs)
    - 2-5 ODRs
    - 6+ ODRs
- Progress Monitoring Tool
- Compare data across time
  - Prevent previous problem patterns

Using the Referrals by Student as a Universal Screening Tool



Research Study on Early Intervention



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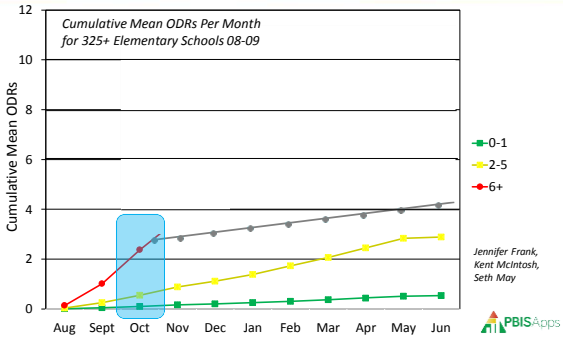
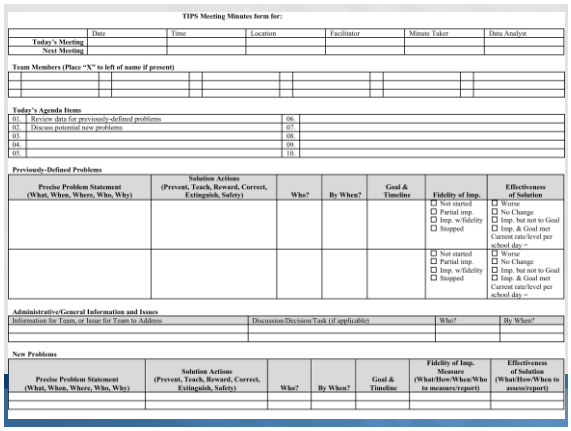


Team Meeting Expectations

- Team foundations (roles, schedule, agenda)
- Define problems with precision
- Define the goal before the solution
- Build functional solutions
- Transform solutions into action plans
- Measure fidelity and impact (repeatedly)
- Adapt solutions over time to fit new data



TIPS Meeting Minutes form for:

	Date	Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

Today's Agenda Items

01.	Review data for previously-defined problems	06.	
02.	Discuss potential new problems	07.	
03.		08.	
04.		09.	
05.		10.	

Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =

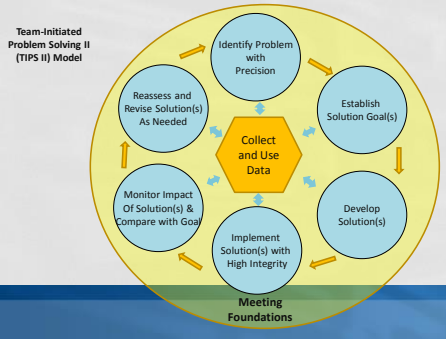
Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)

Team Meeting Expectations



Identifying Problems/Issues

- **What data to monitor**
  - ODR per day per month
  - OSS, ISS, Attendance, Teacher report
  - Team Checklist/ SET (Are we doing what we planned to do?)
- **What question to answer**
  - Do we have a problem?
- **What questions to ask of Level, Trend, Peaks**
  - How do our data compare with last year?
  - How do our data compare with national/regional norms?
  - How do our data compare with our preferred/expected status?
- **If a problem is identified, then ask**
  - What are the data we need to make a good decision?

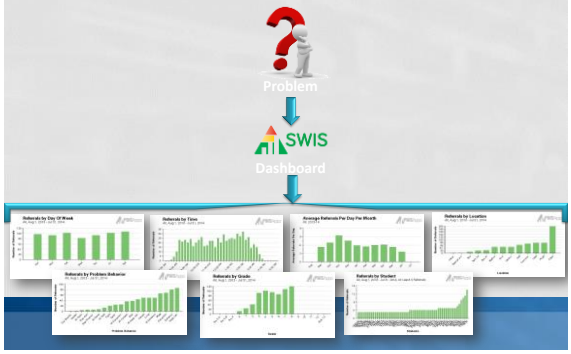
Using Data to Refine Problem Statements

- The statement of a problem is important for team-based problem solving.
  - Everyone must be working on the same problem with the same assumptions.
- Problems often are framed in a "Primary" form. That form creates concern, but is not useful for problem-solving.
  - Frame primary problems based on initial review of data
  - Use more detailed review of data to build "Solvable Problem Statements."

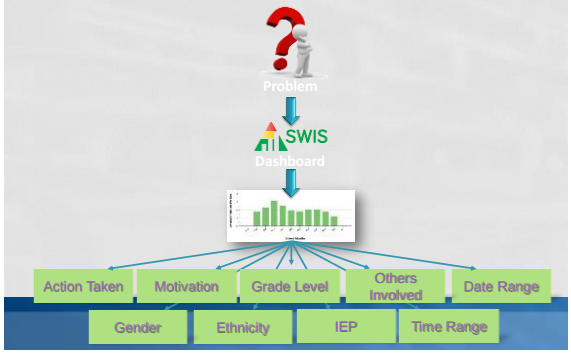
Precise Problem Statements

- What are the data we need for a decision?
- Precise problem statements include information about the following questions:
  - **What** is the problem behavior?
  - **How** often is the problem happening?
  - **Where** is the problem happening?
  - **Who** is engaged in the behavior?
  - **When** is the problem most likely to occur?
  - **Why** is the problem sustaining?

Using SWIS Data to Solve Problems



Using SWIS Data to Solve Problems



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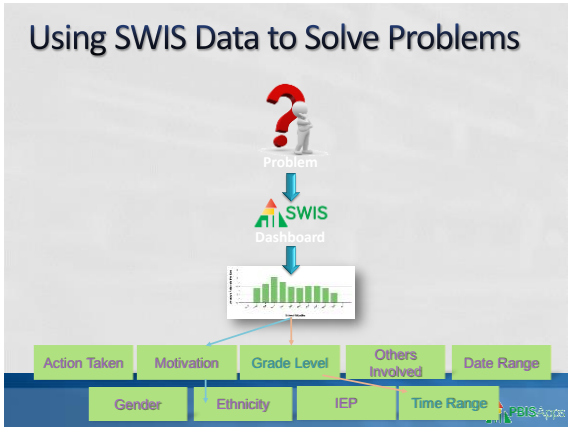
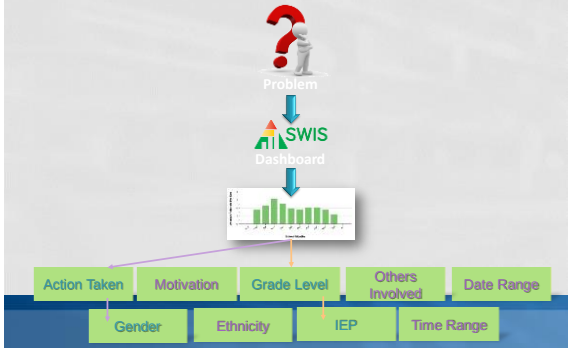


Using SWIS Data to Solve Problems



The Problem-Solving "Mantra"

- Do we have a problem? (identify)
- What is the precise nature of our problem? (define, clarify, confirm/disconfirm inferences)
- Why does the problem exist, and what can we do about it? (hypothesis & solution)
- What are the actual elements of our plan? (Action Plan)

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. Version 2 (2012). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished training manual.

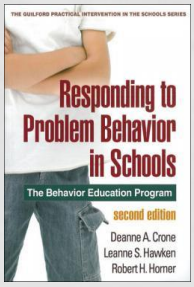
The Problem-Solving "Mantra"

- Is our plan being implemented, and is it working?
  (evaluate & revise plan)
- What is the goal?
  (What will it look like when there is not a problem?)

CICO-SWIS

Check In Check Out: A Targeted Intervention

Thanks to:
Rob Horner, George Sugai, Anne Todd,
Celeste Rossetto Dickey, Cindy Anderson, Terry Scott
University of Oregon and University of Connecticut



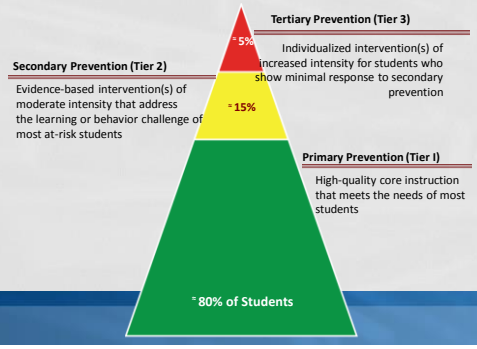
Goals

- Define the logic and core features of Targeted Interventions, and the specifics of the Check-in/Check-out (CICO) approach.
- Provide empirical evidence supporting CICO, and practical examples from local schools.
- Self-assess if CICO is appropriate for your school/ district
- Build action plan for CICO implementation

Research on CICO

- More effective with students with attention-maintained problem behavior (March & Horner, 2002; McIntosh, et., al., 2009, Campbell & Anderson, 2008)
- Effective across behavioral functions (Hawken, O'Neill, & MacLeod, 2011)
- Students who do not respond to CICO benefit from function-based, individualized interventions (Fairbanks, et., al., 2007, March & Horner, 2002; Macleod, Hawken, & O'Neill, 2010)

Conceptualizing the Framework



3

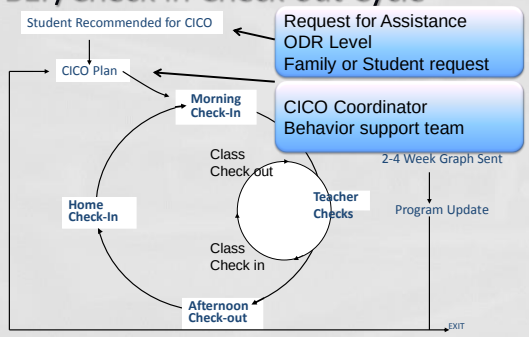
Major Features of Targeted Interventions

- Intervention is continuously available
- Rapid access to intervention (72 hours)
- Very low effort by teachers
- Consistent with school-wide expectations
- Implemented by all staff/faculty in a school
- Home/school linkage
- Flexible intervention based on assessment
  - Functional Assessment
- Adequate resources (administration, team)
  - weekly meeting, plus 10 hours a week for coordination
- Student chooses to participate
- Continuous monitoring for decision-making

Core features of CICO / Behavior Education Program (BEP)

- **Behavioral Priming/ Behavioral Momentum**
  - Start school off positively
  - Start each class off positively
- **Student recruitment of contingent adult attention**
  - Approach adults (teachers/ family)
- **Predictability**
- **Self-management**
- **Data-based decision-making**
- **Efficiency**

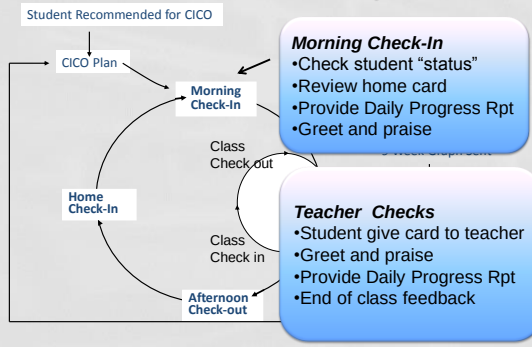
BEP/Check-in Check-out Cycle



Request for Assistance
ODR Level
Family or Student request

CICO Coordinator
Behavior support team

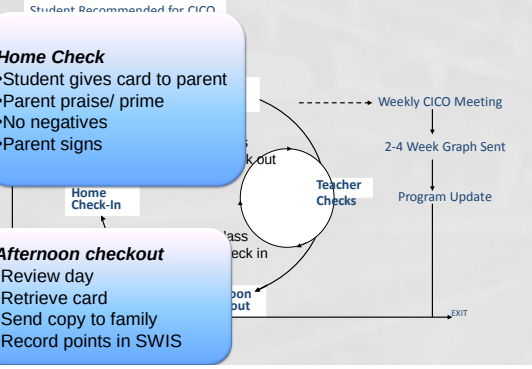
BEP/Check-in Check-out Cycle



Morning Check-In
- Check student "status"
- Review home card
- Provide Daily Progress Rpt
- Greet and praise

Teacher Checks
- Student give card to teacher
- Greet and praise
- Provide Daily Progress Rpt
- End of class feedback

BEP/Check-in Check-out Cycle



Home Check
- Student gives card to parent
- Parent praise/ prime
- No negatives
- Parent signs

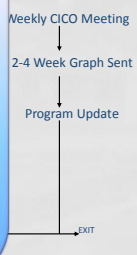
Afternoon checkout
- Review day
- Retrieve card
- Send copy to family
- Record points in SWIS

BEP/Check-in Check-out Cycle

Student Recommended for CICO

Team Meeting

- Review student progress
- Adjust support plan if no improvement within 2 weeks
- Build self-management steps when appropriate
- Exit when appropriate
- Report to School-wide Team, Administration, Whole Faculty



CICO Daily Progress Report by Increments of Time

Name: _____ Date: _____

0 = Need work, 1 = "OK" 2 = Nice Job

	Safe	Responsible	Respectful
Check In	0 1 2	0 1 2	0 1 2
Before Recess	0 1 2	0 1 2	0 1 2
Before Lunch	0 1 2	0 1 2	0 1 2
After Recess	0 1 2	0 1 2	0 1 2
Check Out	0 1 2	0 1 2	0 1 2
Today's goal		Today's total points	

Comments:

CICO Customized Daily Progress Report

NAME:_____ DATE:_____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Use your words Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Keep arm's distance Use #2 voice level when upset	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Ask for breaks Self-monitor with DPR	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

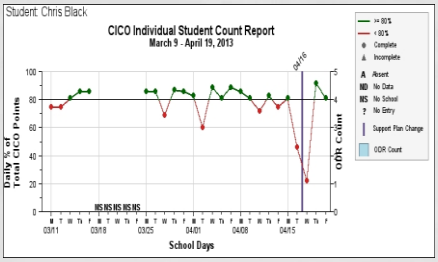
CICO-SWIS: The Data System

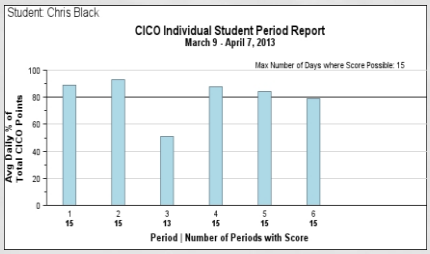
- Application within SWIS
- Targeted Intervention
- Data Entry & Report Generation
- Daily Progress Report standard for all students in CICO Intervention

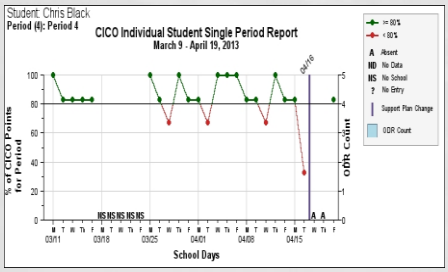
Tour of SWIS/CICO

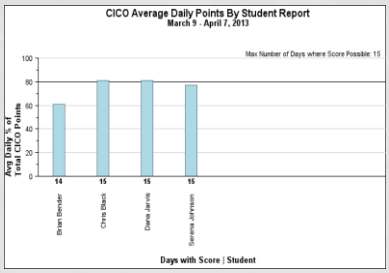
- Main Menu
- Data Entry
- Reports
- Tools

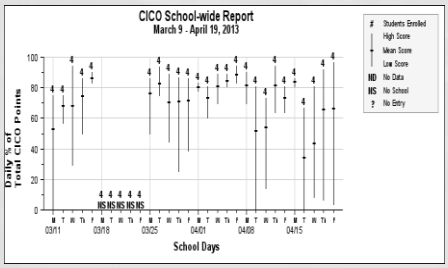
- swis.org web site
- Log onto demo site: ebs/ebs




Student: Chris Black
CICO Individual Student Period Report
March 9 - April 7, 2013
Max Number of Days where Score Possible: 15
Avg Daily % of Total CICO Points
100
80
60
40
20
0
1 2 3 4 5 6
15 15 13 15 15 15
Period | Number of Periods with Score


Student: Chris Black
Period (6): Period 4
CICO Individual Student Single Period Report
March 9 - April 19, 2013
>= 80%
< 80%
A Absent
NO No Data
NS No School
? No Entry
Support Plan Change
ODR Count
% of CICO Points for Period
ODR Count
100
80
60
40
20
0
5
4
1
0
04/16
NS NS NS NS NS
A A
M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F
03/11 03/18 03/25 04/01 04/08 04/15
School Days


CICO Average Daily Points By Student Report
March 9 - April 7, 2013
Max Number of Days where Score Possible: 15
Avg Daily % of Total CICO Points
100
80
60
40
20
0
14 15 15 15
Brian Bender
Chris Black
Dana Jarvis
Serena Johnson
Days with Score | Student



A B C **D** E F G

Data based Decision making

Decisions are more likely to be effective and efficient when they are based on defined outcomes and current/ accurate data

Quality of decision-making depends on the first step (defining the problem with precision)

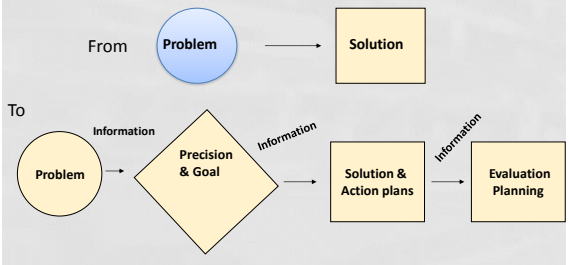
Main Ideas

Data help us ask the right questions

Use data to identify problems with precision before defining solutions

Data help place the "problem" in the context rather than in students

Improving Decision-Making



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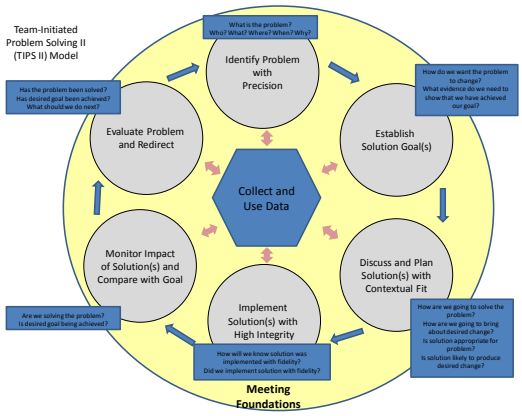
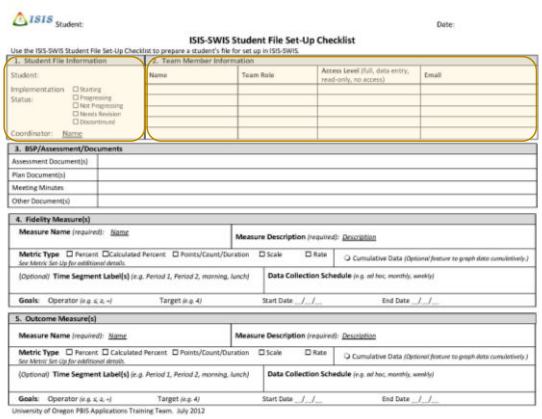


ISIS Quick Trip


ISIS Student: Date:

ISIS-SWIS Student File Set-Up Checklist

Use the ISIS-SWIS Student File Set-Up Checklist to prepare a student's file for set up in ISIS-SWIS.

1. Student File Information

Student:

Implementation Status: ☐ Starting ☐ Progressing ☐ Not Progressing ☐ Needs Revision ☐ Discontinued

Coordinator: Name

2. Team Member Information

Name	Team Role	Access Level (full, data entry, read-only, no access)	Email

3. BSP/Assessment/Documents

Assessment Document(s)	
Plan Document(s)	
Meeting Minutes	
Other Document(s)	

4. Fidelity Measure(s)

Measure Name (required): Name — **Measure Description** (required): Description

Metric Type ☐ Percent ☐ Calculated Percent ☐ Points/Count/Duration ☐ Scale ☐ Rate ☐ Cumulative Data (Optional feature to graph data cumulatively.)

See Metric Set-Up for additional details.

(Optional) **Time Segment Label(s)** (e.g. Period 1, Period 2, morning, lunch) — **Data Collection Schedule** (e.g. at hoc, monthly, weekly)

Goals: Operator (e.g. ≤, ≥, =) Target (e.g. 4) Start Date __/__/__ End Date __/__/__

5. Outcome Measure(s)

Measure Name (required): Name — **Measure Description** (required): Description

Metric Type ☐ Percent ☐ Calculated Percent ☐ Points/Count/Duration ☐ Scale ☐ Rate ☐ Cumulative Data (Optional feature to graph data cumulatively.)

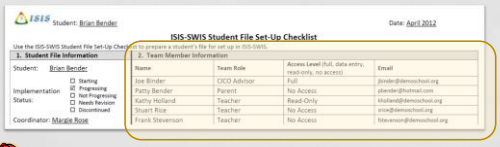
See Metric Set-Up for additional details.

(Optional) **Time Segment Label(s)** (e.g. Period 1, Period 2, morning, lunch) — **Data Collection Schedule** (e.g. at hoc, monthly, weekly)

Goals: Operator (e.g. ≤, ≥, =) Target (e.g. 4) Start Date __/__/__ End Date __/__/__

University of Oregon PBIS Applications Training Team. July 2012

Brian Bender



ISIS Student: Brian Bender — Date: April 2012

ISIS-SWIS Student File Set-Up Checklist

Use the ISIS-SWIS Student File Set-Up Checklist to prepare a student's file for set up in ISIS-SWIS.

1. Student File Information

Student: Brian Bender

Implementation Status: ☐ Starting ☒ Progressing ☐ Not Progressing ☐ Needs Revision ☐ Discontinued

Coordinator: Margie Rose

2. Team Member Information

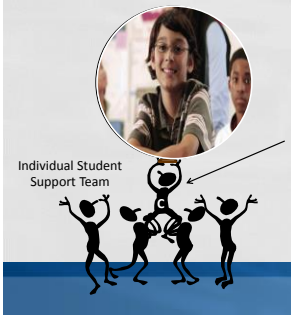
Name	Team Role	Access Level (full, data entry, read-only, no access)	Email
Joe Binder	CICO Advisor	Full	jbinder@demoschool.org
Patty Bender	Parent	No Access	pbender@hotmail.com
Kathy Holland	Teacher	Read-Only	kholland@demoschool.org
Stuart Rice	Teacher	No Access	srice@demoschool.org
Frank Stevenson	Teacher	No Access	fstevenson@demoschool.org

Who uses ISIS-SWIS?

Individual Student Support Teams

Individual Student Team	Coordinator of Team
1. Assessment and support planning 2. Implement and monitor support plan 3. Team decision making and communication 4. Target areas in need of staff training or coaching 5. Student data collection and evaluation 6. Fidelity/team data collection and evaluation	1. Establish team roles 2. Liaison between School-wide Tier 3 Support Team, Individual Student Teams, and families 3. Manage decisions related to individualized plan and changes to plan 4. Monitor individual student progress 5. Monitor fidelity of plan implementation

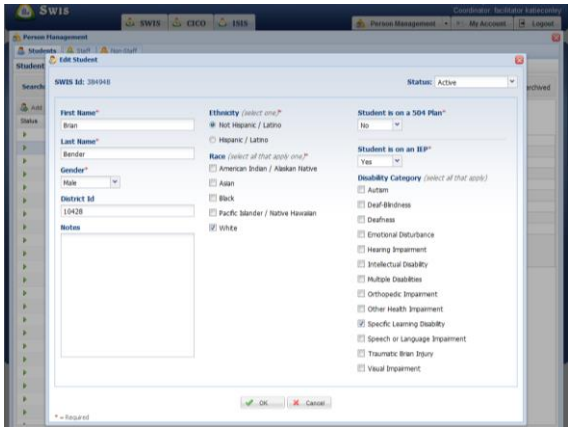
Creating Student Files
Roles & Responsibilities

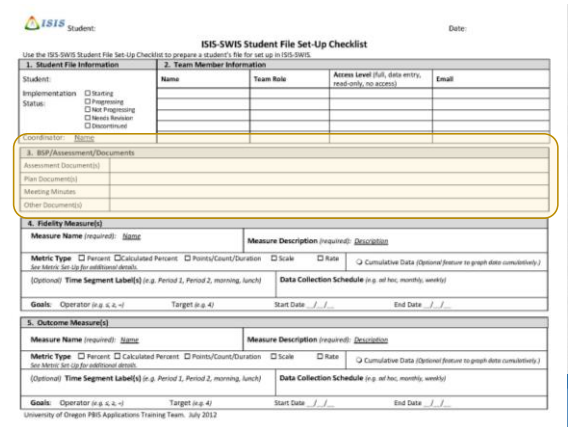


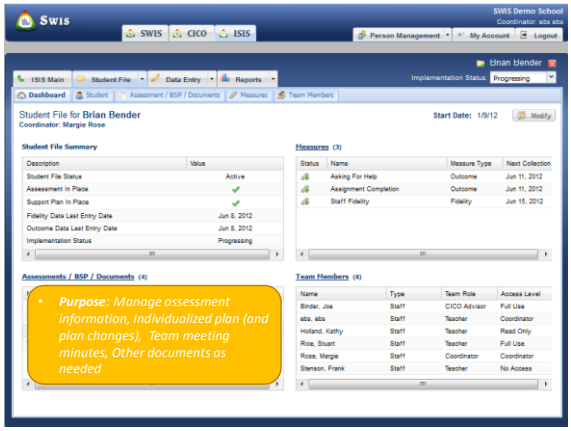
The coordinator of an individual student team is responsible to set up student files in ISIS-SWIS.

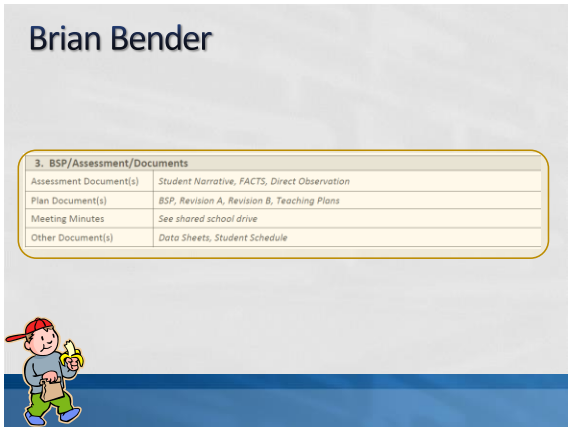
A coordinator attends the full Swift at ISIS-SWIS training and is set up in SAMI as an ISIS-SWIS Coordinator.

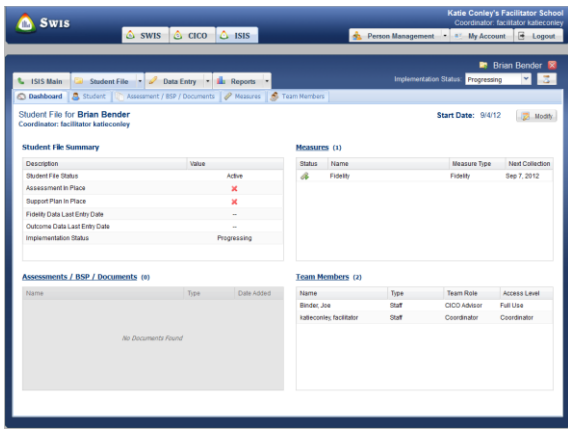
Role	Description	ISIS-SWIS Access
ISIS-SWIS Facilitator	A certified ISIS-SWIS Facilitator is someone within the region/district who can provide technical assistance for coordinating the implementation and evaluation of individual support.	**SAMI Access** • Account and User Management • Coordinator Management • Coordinator Access to all Student Files
ISIS-SWIS Coordinator(s)	An ISIS-SWIS Coordinator is someone at the school who manages individualized student support teams. This person completes the Swift at ISIS-SWIS training with the ISIS-SWIS Facilitator.	**Coordinator Access** • Transfer assigned student file to new coordinator • Add/Edit Assigned Student File(s) • Person Management • Add/Edit Measures • Add/Edit Team Members • Add/Edit Documents • Data Entry • Reports
School-wide Read Only User	A School-wide Read Only User is an administrator, coordinator, coach or evaluator who needs access to both school-wide and individual student reports.	**Read-Only Access** • **School-wide Reports** • **Read-Only Access to all Student Files**
ISIS-SWIS User(s)	An ISIS-SWIS User is an individual student support team member who needs access to one or more student files (documents, data, team member information). The team member may enter individualized support data and/or generate reports for one or more students in ISIS-SWIS. Access level should be identified based on tasks assigned. During initial implementation of ISIS-SWIS all users should attend the Swift at ISIS-SWIS training with the facilitator. After implementation users may be trained by coordinators.	**Full Access** • Assigned Student File(s) • Add/Edit Documents • Data Entry • Reports **Read-Only Access** • Assigned Student File(s) • Documents (View) • Team Members (View) • Reports
Other Team Members	An ISIS-SWIS Team Member is someone identified as a participating member of a student's support team. A team member who does not have an additional role of coordinator or user will not have access to ISIS-SWIS.	No Access






Swis
SWIS
CICO
ISIS
SWIS Demo School
Person Management
My Account
Logout
Brian Bender
ISIS Main
Student File
Data Entry
Reports
Implementation Status: Progressing
Dashboard
Student
Assessment / BSP / Documents
Measures
Team Members
Student File for Brian Bender
Coordinator: Margie Rose
Start Date: 1/9/12
Modify
Student File Summary
Description
Value
Student File Status
Active
Assessment In Place
Support Plan In Place
Fidelity Data Last Entry Date
Jun 8, 2012
Outcome Data Last Entry Date
Jun 8, 2012
Implementation Status
Progressing
Measures (3)
Status
Name
Measure Type
Next Collection
Asking For Help
Outcome
Jun 11, 2012
Assignment Completion
Outcome
Jun 11, 2012
Staff Fidelity
Fidelity
Jun 15, 2012
Assessments / BSP / Documents (4)
Team Members (6)
Name
Type
Team Role
Access Level
Binder, Joe
Staff
CICO Advisor
Full Use
abs, abs
Staff
Teacher
Coordinator
Holland, Kathy
Staff
Teacher
Read Only
Rice, Stuart
Staff
Teacher
Full Use
Rose, Margie
Staff
Coordinator
Coordinator
Stenson, Frank
Staff
Teacher
No Access
Purpose: Manage assessment information, Individualized plan (and plan changes), Team meeting minutes, Other documents as needed


Brian Bender
3. BSP/Assessment/Documents
Assessment Document(s)
Student Narrative, FACTS, Direct Observation
Plan Document(s)
BSP, Revision A, Revision B, Teaching Plans
Meeting Minutes
See shared school drive
Other Document(s)
Data Sheets, Student Schedule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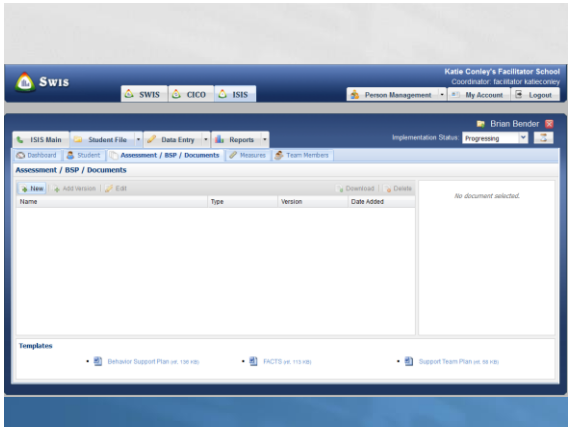
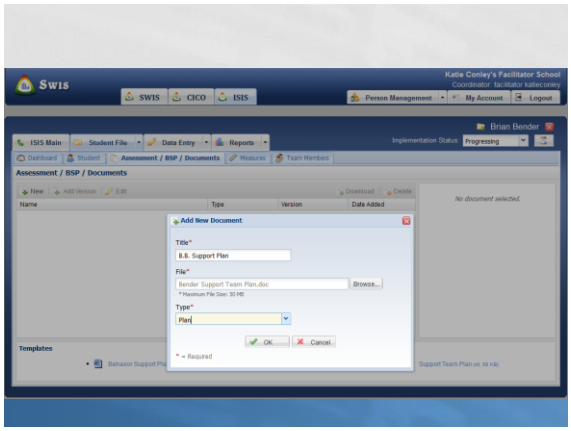
SWIS
CICO
ISIS
Katie Conley's Facilitator School
Person Management
My Account
Logout
Brian Bender
ISIS Main
Student File
Data Entry
Reports
Implementation Status: Progressing
Dashboard
Student
Assessment / BSP / Documents
Measures
Team Members
Student File for Brian Bender
Coordinator: facilitator katieconley
Start Date: 9/4/12
Modify
Student File Summary
Description
Value
Student File Status
Active
Assessment In Place
Support Plan In Place
Fidelity Data Last Entry Date
Outcome Data Last Entry Date
Implementation Status
Progressing
Measures (1)
Status
Name
Measure Type
Next Collection
Fidelity
Fidelity
Sep 7, 2012
Assessments / BSP / Documents (0)
Name
Type
Date Added
No Documents Found
Team Members (2)
Name
Type
Team Role
Access Level
Binder, Joe
Staff
CICO Advisor
Full Use
katieconley, facilitator
Staff
Coordinator
Coordinator


Swis
SWIS
CICO
ISIS
Katie Conley's Facilitator School
Coordinator: facilitator katieconley
Person Management
My Account
Logout
Brian Bender
ISIS Main
Student File
Data Entry
Reports
Implementation Status:
Progressing
Dashboard
Student
Assessment / BSP / Documents
Measures
Team Members
Assessment / BSP / Documents
New
Add Version
Edit
Download
Delete
Name
Type
Version
Date Added
No document selected.
Templates


Swis
SWIS
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ISIS
Katie Conley's Facilitator School
Coordinator: facilitator katieconley
Person Management
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Brian Bender
ISIS Main
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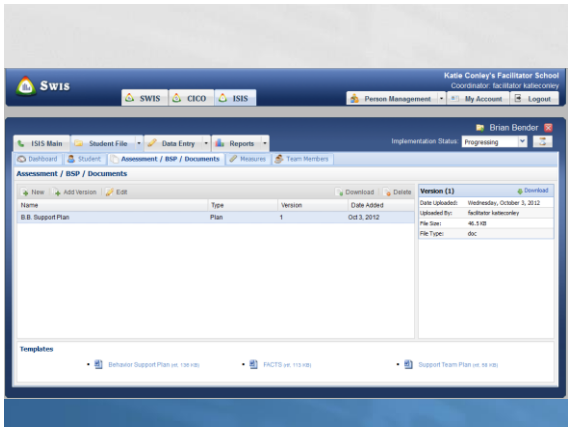
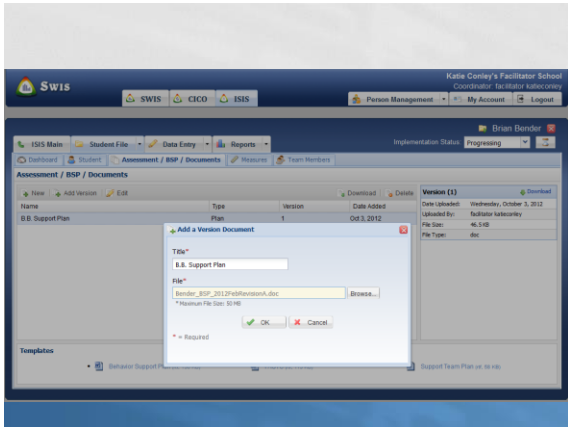
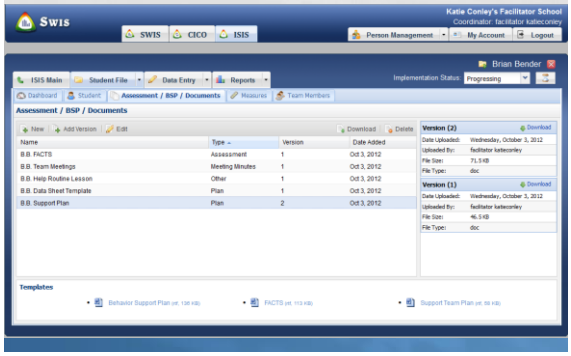
Data Entry
Reports
Implementation Status:
Progressing
Dashboard
Student
Assessment / BSP / Documents
Measures
Team Members
Assessment / BSP / Documents
New
Add Version
Edit
Download
Delete
Name
Type
Version
Date Added
No document selected.
Add New Document
Title*
B.B. Support Plan
File*
Bender Support Team Plan.doc
Browse...
* Maximum File Size: 50 MB
Type*
Plan
OK
Cancel
* = Required
Templates


Swis
SWIS
CICO
ISIS
Katie Conley's Facilitator School
Coordinator: facilitator katieconley
Person Management
My Account
Logout
Brian Bender
ISIS Main
Student File
Data Entry
Reports
Implementation Status:
Progressing
Dashboard
Student
Assessment / BSP / Documents
Measures
Team Members
Assessment / BSP / Documents
New
Add Version
Edit
Download
Delete
Name
Type
Version
Date Added
B.B. Support Plan
Plan
1
Oct 3, 2012
Version (1)
Download
Date Uploaded:
Wednesday, October 3, 2012
Uploaded By:
facilitator katieconley
File Size:
46.5 KB
File Type:
doc
Templates





Fidelity of Implementation Measures

How well did we do what we said we would do?

Fidelity measures the degree to which the intervention was implemented as defined/expected.

Example: Staff will strive for 80% fidelity of implementation as measured weekly (or bi-weekly) on scale of 0-5.

Make it easy for staff to record!

- Fidelity Check Board: X on number line in staff room
- Fist of five during team meeting
- Fidelity check basket
- Direct Observation (requires trusting & supportive staff climate)

Introducing Fidelity of Implementation

- Fidelity data is an opportunity to discuss the student's support plan, not a tool to pick on staff!
- Questions to ask of fidelity data:
  1. Is the plan being implemented?
  2. Is the plan a good contextual fit for the environment?
  3. Is additional training or coaching needed?
  4. Are there sufficient resources allocated to implement the plan?
  5. Has something changed (e.g. staff, schedule, student behaviors)?
  6. Are there barriers that are hindering the implementation of the plan?

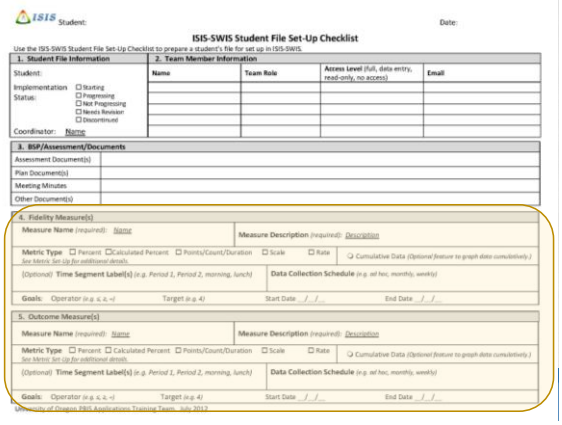
Outcome Measures

Is the plan having an effect on the student's behavior?

Student Outcome measures or tracks what effect the implementation of the plan is having on the student's academic and/or social behavior.

What do we want to track and how?

- Problem Behavior (e.g. duration, frequency, intensity)
- Replacement/Desired Behavior (e.g. duration, frequency, points earned)
- Academic behavior (e.g. correct words per minute, test scores, correct sounds produced, level of participation)
- Skill acquisition (e.g. steps of hand-washing completed, vocabulary words)



ISIS Student: Date:

ISIS-SWIS Student File Set-Up Checklist

Use the ISIS-SWIS Student File Set-Up Checklist to prepare a student's file for set up in ISIS-SWIS.

1. Student File Information	2. Team Member Information			
Student:	Name	Team Role	Access Level (full, data entry, read-only, no access)	Email
Implementation Status: ☐ Starting ☐ Progressing ☐ Not Progressing ☐ Needs Revision ☐ Discontinued				
Coordinator: Name				

3. BSP/Assessment/Documents	
Assessment Document(s)	
Plan Document(s)	
Meeting Minutes	
Other Document(s)	

4. Fidelity Measure(s)

Measure Name (required): Name — Measure Description (required): Description

Metric Type ☐ Percent ☐ Calculated Percent ☐ Points/Count/Duration ☐ Scale ☐ Rate ☐ Cumulative Data (Optional feature to graph data cumulatively.) See Metric Set-Up for additional details.

(Optional) Time Segment Label(s) (e.g. Period 1, Period 2, morning, lunch) — Data Collection Schedule (e.g. ad hoc, monthly, weekly)

Goals: Operator (e.g. ≤, ≥, =) Target (e.g. 4) Start Date __/__/__ End Date __/__/__

5. Outcome Measure(s)

Measure Name (required): Name — Measure Description (required): Description

Metric Type ☐ Percent ☐ Calculated Percent ☐ Points/Count/Duration ☐ Scale ☐ Rate ☐ Cumulative Data (Optional feature to graph data cumulatively.) See Metric Set-Up for additional details.

(Optional) Time Segment Label(s) (e.g. Period 1, Period 2, morning, lunch) — Data Collection Schedule (e.g. ad hoc, monthly, weekly)

Goals: Operator (e.g. ≤, ≥, =) Target (e.g. 4) Start Date __/__/__ End Date __/__/__

University of Oregon PBIS Applications Training Team July 2012

ISIS Student: Date:

ISIS-SWIS Student File Set-Up Checklist

Metric Set-Up Worksheet

Choosing a Metric Type:
It is important to choose the correct metric type when setting up a student measure within ISIS-SWIS. The metric type determines how the data will be collected, entered and reported in order to be useful for team decision making about the student's individualized support.

Metric Types: Percent, Calculated Percent, Points/Count/Duration, Scale, Rate

Percent:
The percent metric measures units per 100

Percent	
Min (%):	0
Max (%):	100

Calculated Percent:
Given an amount of attempts possible and an amount of successful completions, ISIS will calculate the percent value.

Calculated Percent	
Min (%):	0
Min Label (*Numerator*):	
*Max (%):	
Max Label (*Denominator*):	

* Max can be modified within Data Entry page to show accurate value

Point/Count/Duration:
Tally of points, the count or duration of an event that did or did not occur

Points/Count/Duration
*Time segment aggregation should be:
☐ Averaged
☐ Summed

*If using time segment reports, identify whether the reports should show an average of the data across time segments or a sum of the data over time segments.

Scale:
Range of values used to measure or grade adult or student behavior or performance
(e.g., Fidelity of Implementation: Not Implemented to Fully Implemented; Lunchroom Behavior: Expected behavior to Unexpected behavior)

Scale			
Min:		Max:	
(Optional) Scale Labels:			
0:		5:	
1:		6:	
2:		7:	
3:		8:	
4:		9:	

Options	
Calculate as a:	*Time segment aggregation:
☐ Count	☐ Averaged
☐ Percentage	☐ Summed
*Identify whether the scale data should be calculated as a count or as a percentage.	*If using time segment reports, identify whether reports should show an average of the data across time segments or a sum of the data over time segments.

Rate:
Frequency of occurrence in terms of time
(e.g., Off-task per 10 minute observation)

Rate	
Sample:	
Unit (Time):	
*Default Time:	

*Time can be modified within Data Entry page to show actual time.

University of Oregon PBIS Applications Training Team. July 2012

Staff Fidelity Card

Classroom Fidelity Check for BSP Implementation

Student: **Grade:**
Case Manager:

Month/ Year:

How often are you implementing the following PREVENTATIVE strategies:	1 2 3 4 5 Never Always	
How often are you implementing the following REWARD strategies:	1 2 3 4 5 Never Always	
How often are you implementing the following RESPONSES TO PROBLEM BEHAVIOR (if needed):	1 2 3 4 5 Never Always	
Do you feel the student's overall behavior is improving?	1 2 3 4 5 Poor Excellent	

Person Filling out form: _____

Directions: Please indicate on the scale the level of support needed for students to perform the skills listed (annual goals), using the following guide:

Never 1
Some days (1-2 days/ week) 2
Often (3-4 days/ week) 3
Almost always (4 days/ week) 4
Every day 5

Individualized CICO Point Card

Student: Brian Bender **Date:** _____

Check-in: _____ **Check-out:** _____

☐A ☐B Day		1	2	3	4	5	Total
Teacher Initials							
Respect	Use appropriate language.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
	Use a calm voice.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Integrity	Follow directions.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
	Ask for help if I need it.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Perseverance	Finish my work.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
	Do my best.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Total							
Accuracy Check							

Measures rate of problem behavior

# of times Student hit head in 10 minute time segments				
Date	8:50-9:00	11:20-11:30	1:00-1:10	2:20-2:30
2/15/12	1111	11111	1	11111111
2/17/12	1111111	111111	0	1111
2/19/12	111	11111	11	1111

Combined Data Collection Sheets

Student: B.B. Week: last week	Count of Disrespectful Behavior	Assignments		Fidelity (1-5) (Fridays only)
		Completed	Assigned	
Monday	18	1	10	
Tuesday	20	1	10	
Wednesday	17	1	11	
Thursday	Absent	-	-	
Friday	19	1	9	3

Today is: Tuesday Today's date is: Jan. 23, 2001 1/23/01

3 = did a great job
2 = did OK
1 = need to try harder

Check-in Time	Activity	Had materials	Followed directions	Used a clear voice	Total points earned
9:00	Reading	3 2 1	3 2 1	3 2 1	8
9:30	music	3 2 1	3 2 1	3 2 1	9
10:00	Science	3 2 1	3 2 1	3 2 1	
10:45	Recess		3 2 1		
11:00	Spelling	3 2 1	3 2 1	3 2 1	
11:30	Morning Activity	3 2 1	3 2 1	3 2 1	
12:30	Lunch/ Recess	3 2 1	3 2 1	3 2 1	
1:00	Math	3 2 1	3 2 1	3 2 1	
1:30	Reading	3 2 1	3 2 1	3 2 1	
2:45	PE	3 2 1	3 2 1	3 2 1	
	Totals				

Comments

Measures maintenance of:
Time telling, writing, single digit addition, copying
AND
Period/Daily performance on social skills

Data Entry and Report Generation Schedule: ISIS-SWIS

School: _____ **Date:** _____

Team: _____ **Team Coordinator:** _____

Data Entry Schedule			
Student Name	Data Entry Staff	Measures	Schedule

Report Generation			
Student Name	Data Entry Staff	Reports	Schedule

Data Entry and Report Generation Schedule: ISIS-SWIS

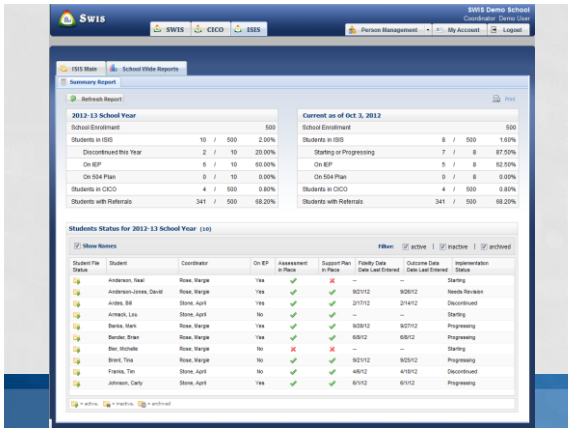
School: *Demo Examplar School* **Date:** *September*
Team: *SW Tier 2/3 Support Team* **Team Coordinator:** *Principal Jones*

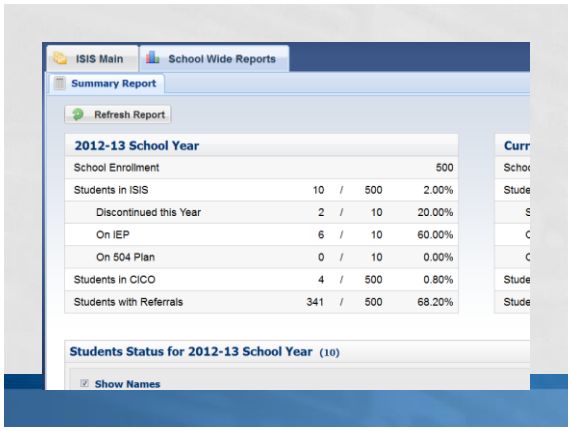
Data Entry Schedule			
Student Name	Data Entry Staff	Measures	Schedule
B.B.	*Margie*	*Assignment Completion* *Ask for Help Count* *Fidelity*	*Weekdays* *Weekdays* *Fridays*
C.J.	*April*	*(Daily Point Card/Schedule)* • *Rate of disruptions* • *Self-rating of on-task behavior* • *Fidelity*	*Daily*

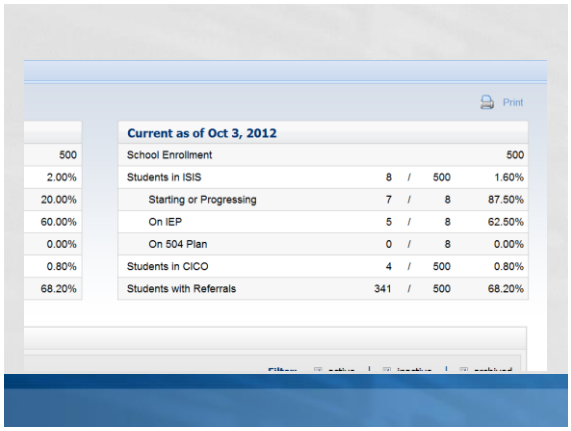
Report Generation			
Student Name	Data Entry Staff	Reports	Schedule
B.B.	*Margie*	*(Measure) Ask for Help Count with Fidelity comparison* *(Measure) Assignment Completion with Fidelity comparison*	*2nd & 4th Tue PT Conferences*
C.J.	*April*	*(Measure) S.R. On Task with Fidelity comparison* *(Measure) Rate of Disruptions with S.R. On Task comparison* *(Time Segment) Rate of Disruptions* *(Single Time Segment) Rate of Disruption segments if below goal line*	*Mondays (Sp.Ed. Staff meeting after school)*

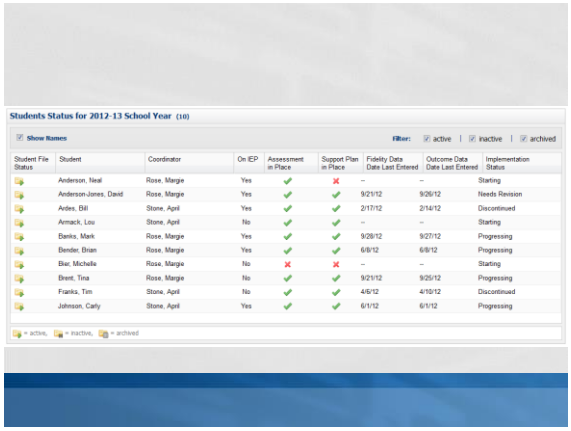
Sample Reports in ISIS-SWIS

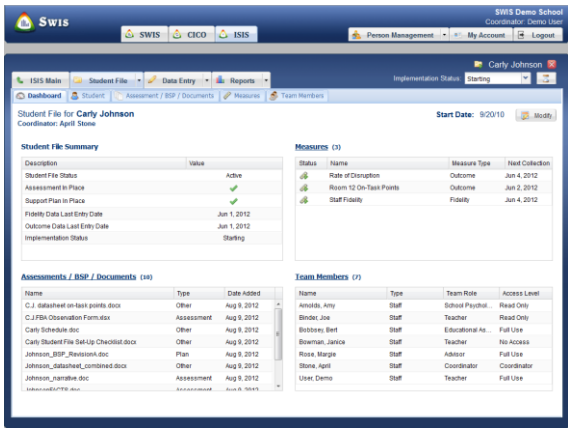
ISIS-SWIS

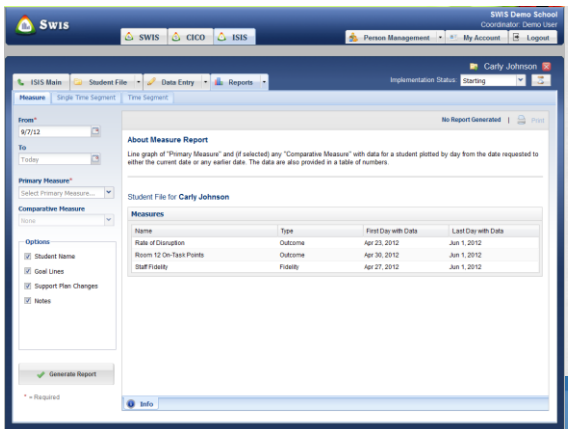

SWIS
SWIS
CICO
ISIS
Person Management
My Account
Logout
ISIS Main
School Wide Reports
Summary Report
Refresh Report
2012-13 School Year
Current as of Oct 3, 2012
Students Status for 2012-13 School Year (10)
Show Names

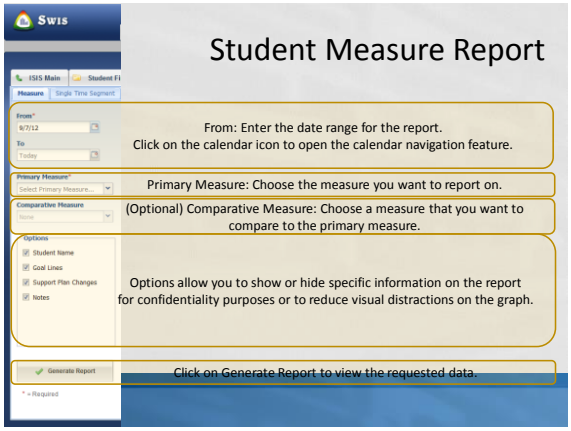

ISIS Main
School Wide Reports
Summary Report
Refresh Report
2012-13 School Year
School Enrollment 500
Students in ISIS 10 / 500 2.00%
Discontinued this Year 2 / 10 20.00%
On IEP 6 / 10 60.00%
On 504 Plan 0 / 10 0.00%
Students in CICO 4 / 500 0.80%
Students with Referrals 341 / 500 68.20%
Students Status for 2012-13 School Year (10)
Show Names


Print
Current as of Oct 3, 2012
School Enrollment 500
Students in ISIS 8 / 500 1.60%
Starting or Progressing 7 / 8 87.50%
On IEP 5 / 8 62.50%
On 504 Plan 0 / 8 0.00%
Students in CICO 4 / 500 0.80%
Students with Referrals 341 / 500 68.20%


Students Status for 2012-13 School Year (10)
Show Names
Filter: active | inactive | archived
Student File Status
Student
Coordinator
On IEP
Assessment in Place
Support Plan in Place
Fidelity Data Date Last Entered
Outcome Data Date Last Entered
Implementation Status
Anderson, Neal
Anderson-Jones, David
Ardes, Bill
Armack, Lou
Banks, Mark
Bender, Brian
Bier, Michelle
Brent, Tina
Franks, Tim
Johnson, Carly


Swis
SWIS Demo School
Coordinator: Demo User
SWIS
CICO
ISIS
Person Management
My Account
Logout
Carly Johnson
ISIS Main
Student File
Data Entry
Reports
Implementation Status: Starting
Dashboard
Student
Assessment / BSP / Documents
Measures
Team Members
Student File for Carly Johnson
Coordinator: April Stone
Start Date: 9/20/10
Modify
Student File Summary
Measures (3)
Assessments / BSP / Documents (10)
Team Members (7)


Swis
SWIS Demo School
Coordinator: Demo User
SWIS
CICO
ISIS
Person Management
My Account
Logout
Carly Johnson
ISIS Main
Student File
Data Entry
Reports
Implementation Status: Starting
Measure
Single Time Segment
Time Segment
From*
9/7/12
To
Today
Primary Measure*
Select Primary Measure...
Comparative Measure
None
Options
Student Name
Goal Lines
Support Plan Changes
Notes
Generate Report
* = Required
No Report Generated
Print
About Measure Report
Line graph of "Primary Measure" and (if selected) any "Comparative Measure" with data for a student plotted by day from the date requested to either the current date or any earlier date. The data are also provided in a table of numbers.
Student File for Carly Johnson
Measures
Name
Type
First Day with Data
Last Day with Data
Rate of Disruption
Outcome
Apr 23, 2012
Jun 1, 2012
Room 12 On-Task Points
Outcome
Apr 30, 2012
Jun 1, 2012
Staff Fidelity
Fidelity
Apr 27, 2012
Jun 1, 2012
Info



Student Measure Report

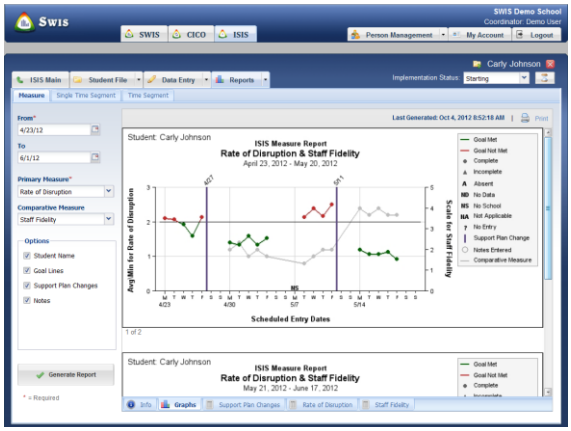
From: Enter the date range for the report.
Click on the calendar icon to open the calendar navigation feature.

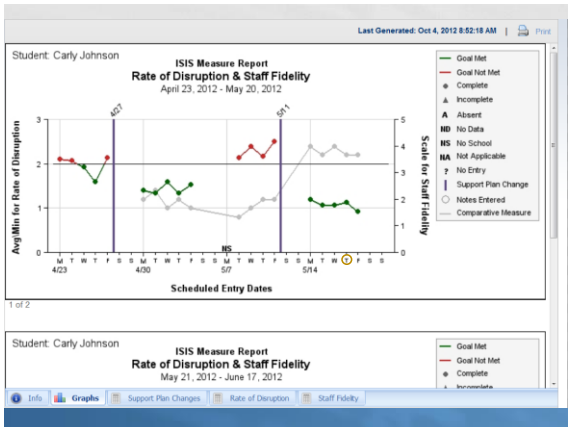
Primary Measure: Choose the measure you want to report on.

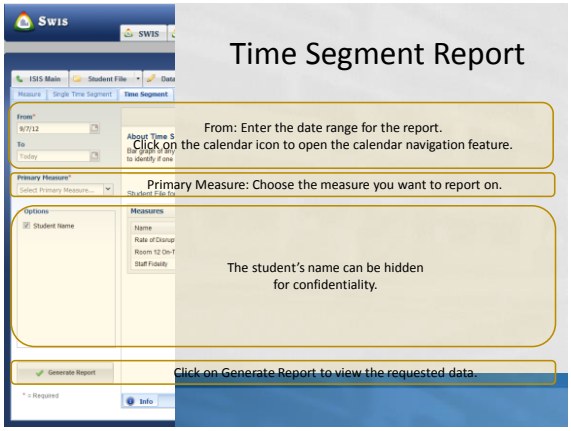
(Optional) Comparative Measure: Choose a measure that you want to compare to the primary measure.

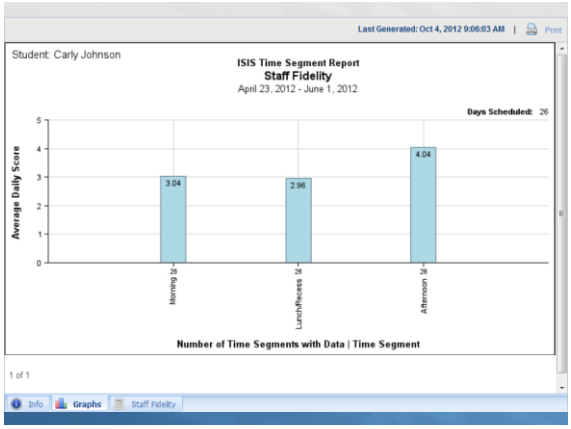
Options allow you to show or hide specific information on the report for confidentiality purposes or to reduce visual distractions on the graph.

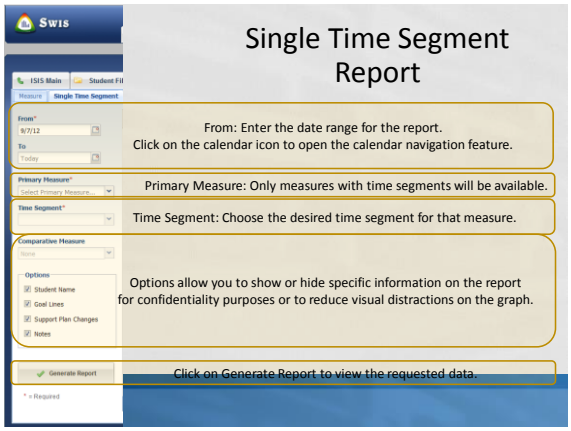
Click on Generate Report to view the requested data.






Swis
Time Segment Report
From: Enter the date range for the report.
Click on the calendar icon to open the calendar navigation feature.
Primary Measure: Choose the measure you want to report on.
The student's name can be hidden
for confidentiality.
Click on Generate Report to view the requested data.


Last Generated: Oct 4, 2012 9:06:03 AM
Student: Carly Johnson
ISIS Time Segment Report
Staff Fidelity
April 23, 2012 - June 1, 2012
Days Scheduled: 26
Average Daily Score
3.04
2.96
4.04
Morning
Lunch/Recess
Afternoon
Number of Time Segments with Data | Time Segment
1 of 1
Info
Graphs
Staff Fidelity


Swis
Single Time Segment Report
From: Enter the date range for the report.
Click on the calendar icon to open the calendar navigation feature.
Primary Measure: Only measures with time segments will be available.
Time Segment: Choose the desired time segment for that measure.
Options allow you to show or hide specific information on the report
for confidentiality purposes or to reduce visual distractions on the graph.
Click on Generate Report to view the requested data.

Purchase of One Application	Purchase of Two Applications	Purchase of Three Applications	Total
1–19 Schools	$300	$400	$500
20–39 Schools	10% Discount ($270)	10% Discount ($360)	10% Discount ($450)
40+ Schools	20% Discount ($240)	20% Discount ($320)	20% Discount ($400)

Presenter Information

Marla Dewhirst
SWIS, SWIS/CICO, SWIS/ISIS and TIPS Trainer of Trainers
marla.r.dewhirst@gmail.com